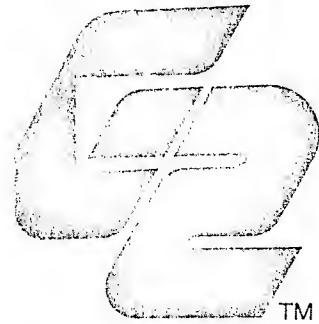
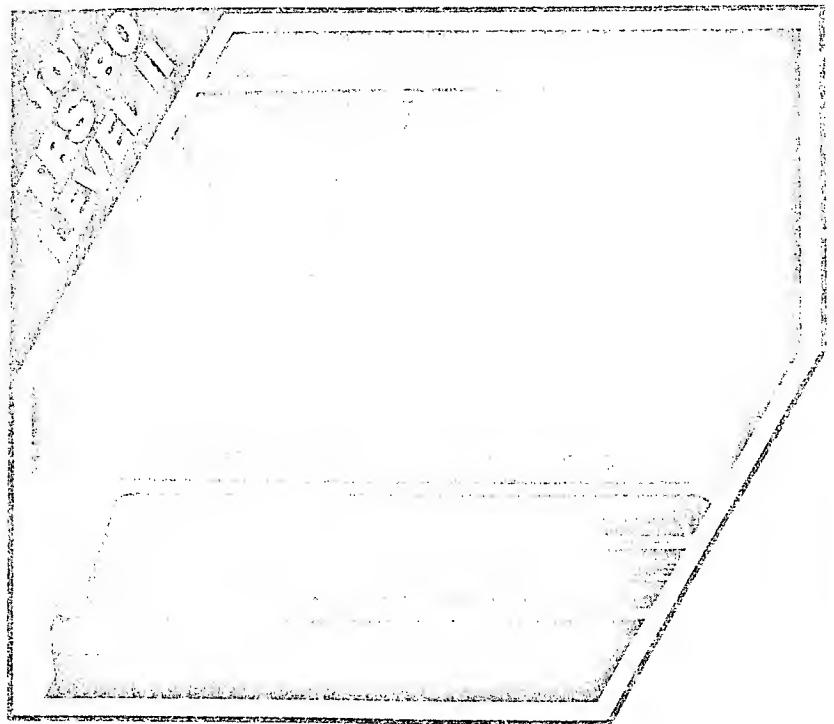


Program Instructions for

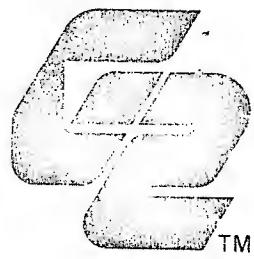


# LEVEL II BASIC



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**TRS-80  
LEVEL III  
BASIC**

LEVEL III BASIC

Created and Produced by Microsoft  
Written by Bill Gates  
Documented by Andrea Lewis  
Instruction Booklet by David Bunnell

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## **INTRODUCTION TO LEVEL III BASIC**

If you think there are significant differences between Radio Shack's Level I and Level II Basics, be prepared for another quantum jump in personal programming!

G2's LEVEL III BASIC is not just another Basic. It is an actual enhancement to the already powerful Level II Basic. It adds the features of Radio Shack's Disk Basic to Level II and you don't have to buy an expansion box and a disk drive. And it has many more great features including advanced graphics that turn your TRS-80 screen into a virtual electronic drawing board.

G2's LEVEL III BASIC is for TRS-80 computers with a minimum of 16K Ram memory and Level II Basic. It comes on cassette tape and resides in less than 5.25K Ram memory. Even with the minimum system, this leaves you with more than 10K Ram for programming space!

You'll soon discover that LEVEL III BASIC also corrects some of the problems with Level II Basic. It eliminates keyboard bounce and provides more reliable cassette tape loading. Two new commands, LOAD and SAVE, replace the Level II CLOAD and CSAVE commands. They permit cassette tape interfacing without the usual "volume sensitivity" of the recorder.

G2's LEVEL III BASIC has a NAME command that will automatically renumber program line numbers, and do it the way you specify. For example, you can renumber a program beginning at line number 150 and increment it by 25 (150, 175, 200, etc.). Line numbers following GOTOS, GOSUBs, etc., are automatically edited to reflect the new sequence. With this feature, you'll find it much easier to edit programs. Your programs will be better organized and you won't have to worry about running out of space between program lines.

Another major feature of LEVEL III BASIC is a set of 26 user-changeable "Shift-Key Entries." Just press the [SHIFT] key and the [R] key simultaneously and LEVEL III will execute a RUN command. You don't have to type R-U-N. You don't even have to use [ENTER]! Call it the lazy way to computer programming if you like, but you'll soon find yourself using this feature.

Other features of LEVEL III BASIC include Error Messages that are "spelled out" instead of abbreviated; a new input instruction called LINE INPUT that allows punctuation in an input response; an INSTR instruction to search a string for a substring; user defined functions; automatic Hex and Octal conversion; and much more.

As you can see, G2's LEVEL III BASIC is bound to broaden your programming horizons. It brings ease, speed, power and flexibility to your TRS-80 Level II Basic computer that you might have thought not possible. So dig in and start programming!

### **LEVEL III AUTHOR**

In 1975, Microsoft wrote Altair Basic, the first Basic interpreter for a microcomputer. Since then, Microsoft-written Basics have become the virtual standard of the personal computing industry.

Microsoft has a reputation for quality, advanced programming techniques and efficiency that is surpassed by none. LEVEL III BASIC was written by Microsoft President, Bill Gates. GRT acknowledges and thanks Bill Gates for this significant contribution to the G2 Software Library.

## **ABOUT THIS BOOKLET**

By necessity, the authors of this instruction booklet have assumed their readers have some experience programming in Basic and in particular, Radio Shack's Level II Basic.

Still, we do not expect you to be a programming expert. Every description has been carefully worded to avoid undue technicality. Examples are provided throughout.

This instruction booklet began as a comprehensive reference manual written by Andrea Lewis. it was then edited and rewritten into its current form by David Bunnell. GRT acknowledges and thanks Andrea Lewis and David Bunnell for their contribution to G2 Software Documentation.

## **PROGRAM SPECIFICATIONS**

**Basic Interpreter Required**—in order to use G2's LEVEL III BASIC you must have a Radio Shack TRS-80 Computer equipped with Radio Shack's Level II Basic Interpreter.

**Minimum Memory Requirement**—Your TRS-80 Computer must have a minimum of 16K RAM memory to run this software.

**Tape Format**—All G2 cassette software is recorded on tape selected for its response and suitability for recording computer software. There are four recordings on Side One of G2's LEVEL III BASIC tape. These recordings and the order in which they are recorded include: 1) LEVEL III BASIC (Cassette File), 2) LEVEL III BASIC (Cassette File), 3) LEVEL III BASIC (Disk File), and 4) LEVEL III BASIC (Disk File).

## **INITIALIZING YOUR TRS-80 COMPUTER**

To set up your TRS-80 computer, follow the instructions in your owner's manual, or follow these instructions:

1. Plug in the power cords from the Video Display, Keyboard, and Cassette Recorder. Each requires a source of 120 volts, 60Hz AC power, which is standard in most buildings.
2. Make sure the power button on the back of the Keyboard is turned off (button out).
3. Connect the gray cable from the Video Monitor to the VIDEO jack on the back of the Keyboard. Do this carefully, making sure that the pins line up correctly.
4. Using the same care as above, connect the gray cable from the Power Supply to the back of the Keyboard.
5. Connect the short cassette cable to the TAPE jack on the back of the Keyboard.
6. Connect the black plug on the other end of the cable to the EAR jack on your recorder.
7. Connect the large gray plug to the AUX jack on your tape recorder and the smaller gray plug to the REM jack. These two connections are not necessary for loading programs from tape.
8. After double-checking all connections, turn on the POWER switch on the back of the Keyboard and the POWER switch on the front of the Video Monitor.
9. For best results, allow your system to warm up for a few minutes before attempting to load LEVEL III BASIC or any other programs.

## **LOADING G2's LEVEL III BASIC (CASSETTE FILE)**

Follow these instructions to load:

1. Insert the LEVEL III BASIC cassette into your tape deck.
2. Press the **[REWIND]** key on your tape deck, and allow the tape to rewind fully.
3. Type the word SYSTEM and press **[ENTER]**. Your computer should respond with the prompt: **\*?**
4. Following the prompt, type the word LEV3 and press **[ENTER]**.
5. Press the **[PLAY]** key on your tape deck.
6. If the software is loading correctly, two asterisks (**\***) will appear in the upper-right-hand corner of your video screen. The asterisk (**\***) on the right should blink on and off. LEVEL III takes approximately two minutes to load.
7. When the program is loaded, the prompt (**\*?**) will once again appear. Press the slash **/** key followed by **[ENTER]**. If LEVEL III BASIC has been loaded correctly, the screen will display:

LEVEL III CASSETTE BASIC  
A G2 PRODUCT FROM GRT  
COPYRIGHT MICROSOFT 1979  
READY  
>

8. As soon as the program has been loaded, press the **[REWIND]** key on your tape deck. Let the tape rewind, then stop the tape deck and remove the cassette. This will protect the cassette from any harm, no matter what you do from this point on.
9. If you have trouble getting a good load, see "IN CASE OF LOADING TROUBLES" on page 10.

## **LOADING LEVEL III DISK BASIC (DISK FILE)**

The third and fourth recordings on Side One of the tape are identical copies of the Disk File version of LEVEL III BASIC. This version of LEVEL III is for people who have TRS-80 Disk Systems and want to save LEVEL III on diskette. We do not mean to imply by this that LEVEL III will work with Disk BASIC. As an enhancement to Level II Basic, LEVEL III works only with Level II Basic.

To save LEVEL III on diskette, you need to have the TAPEDISK utility, which is included with most Radio Shack Disk Operating Systems. If you do not have this utility, check with your Radio Shack dealer.

Read the following instructions to load LEVEL III BASIC (Disk File) and save it on diskette:

1. Insert the LEVEL III BASIC cassette into your tape recorder. You can rewind the tape to its beginning or you can cue it to the third or fourth recording.
2. Turn on your TRS-80 System. The screen should display: DOS READY.
3. Type TAPEDISK **[ENTER]**.
4. The screen should display a question mark (?) as a prompt. Following this prompt, type: C DLEV3 **[ENTER]**.
5. Press the **[PLAY]** key on your tape deck.
6. If the software is loading correctly, a single blinking asterisk (\*) will appear in the upper-right-hand corner of the screen.
7. Once the program has been successfully loaded, the ? prompt will again appear.
8. Type F DLEV3/CMD: 0 5500 6A00 5500 **[ENTER]**.
9. The first zero (0) in the above code is the Drive number. You can save LEVEL III in any existing Drive, but you must enter the corresponding number.
10. You should hear the "grinding" sound of the Disk Drive as LEVEL III is saved. Once this operation is completed, the ? prompt will again appear. LEVEL III BASIC has been successfully saved on diskette.

—8—

11. To use LEVEL III once it is saved on diskette, do the following:
  - Turn the computer on. When it says, DOS READY, type BASIC **[ENTER]**. The screen will display two questions: FILES?, followed by SIZE OF MEMORY? Answer both with the **[ENTER]** key.
  - Once Disk Basic is up and running type CMD'S' **[ENTER]**. This will get you back to DOS so you can load the LEVEL III file.
  - Type DLEV3 **[ENTER]**. LEVEL III should come up on the screen and you are ready to program.

ST 500 = 21760

6A00 = 27136

—9—

## IN CASE OF LOADING TROUBLES

Your TRS-80 may be very "volume sensitive" when it comes to loading cassette tapes. While LEVEL III BASIC eliminates this problem with its new LOAD and SAVE commands, you still have to load LEVEL III using the LEVEL II SYSTEM command. This is a common frustration, but it can usually be alleviated by trying one of the following:

1. Recheck all power lines and interconnecting cords.
2. Remove cable from the earphone jack of your tape deck, and play the tape. You should hear both the leader tones and the digital program signals clearly. If you do not hear these sounds, your tape deck may be faulty. Try it with a different tape deck.
3. The most common loading problems are due to improper settings of the **tone** and **volume controls** on your tape deck. When loading cassettes, adjust your volume control up one half level at a time. The tone control is less critical, but adjust it also.
- Once you have successfully loaded a tape, jot down the correct settings on the cassette label.
- Since no two tape decks have exactly the same characteristics, it is impossible to give you specific machine settings. But a little trial-and-error will establish the best settings.
4. If you still cannot load a tape, you may need to clean the head on your cassette recorder. Use a high quality head cleaner, one with a proper cleaning pad. Watch out for cleaner-tapes, they are often abrasive and have been known to scratch a head or two!
- There are many sources for head cleaning kits including Radio Shack.
5. Demagnetize the head on your tape recorder. Through continuous use, the head builds up a thin layer of magnetism which affects its ability to accurately read tapes. You can buy

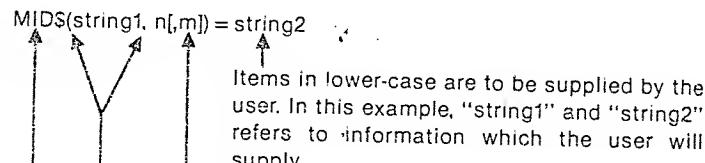
a simple device called a "Head Demagnetizer" for about \$5 and up that does this task. Ask your Radio Shack dealer or electronics dealer for a demonstration.

6. Try running the tape through Rewind and Fast Forward a few times. This will remove dust or other material on the tape that is preventing a load.
7. Let your computer warmup for a few minutes before attempting to load programs.
8. Try a different cassette recorder.
9. Problems can result from fluctuations in your power lines, though this is rare. As a precaution, try restricting the TRS-80 to its own circuit. If possible, even run your cassette recorder and video monitor on a separate line.
10. Ask your Radio Shack dealer about their "cassette modification" fix for Level II Basic computers. This is a hardware fix that might be covered by your TRS-80 warranty. It should make the volume control on your recorder less sensitive.
11. If you are still not having much success, discuss the problem with your local computer dealer.

## FORMAT NOTATION

To aid you in reading and understanding this instruction booklet, a format notation has been devised for introducing statements, commands, and functions. An example of this notation is as follows:

MIDS(string1, n[m]) = string2



Items in lower-case are to be supplied by the user. In this example, "string1" and "string2" refers to information which the user will supply.

Items in square brackets [ ] are optional.

All punctuation except square brackets [ ] must be included.

Capital letters must be input exactly as shown.

The following rules apply to notation:

1. Items in capital letters must be input **exactly** as shown.
2. Items in lower case letters are to be supplied by the user.
4. Items in square brackets [ ] are optional.
5. All punctuation (i.e., commas, parentheses, semicolons, hyphens, equal signs) except square brackets [ ] must be included where shown.
6. All blank spaces are optional, unless otherwise noted.

## USING LEVEL III BASIC

### SECTION ONE: SPECIAL FEATURES

#### INCLUDING:

- SHIFT-KEY ENTRIES
- WRITING YOUR OWN SHIFT-KEY ENTRIES
- RENUMBERING PROGRAM LINES
- SPELLED-OUT ERROR MESSAGES
- LEVEL III'S DIGITAL CALENDAR-CLOCK\*
- CONVERTING HEX AND OCTAL
- LOCKOUT RECOVERY

The "Special Features" of LEVEL III BASIC are presented here first because some of them can be of immediate use. This is particularly true of the time-saving technique called Shift-Key Entries which allow you to enter instructions or string expressions by simultaneously pressing **SHIFT** and a letter key (A-Z). You'll also want to know about Renumbering Program Lines and about Spelled-Out Error Messages before you go on.

\*Requires that your TRS-80 include an Expansion Box.

## SHIFT-KEY ENTRIES

With Shift-Key Entries you can instantly enter Basic instructions and frequently used string expressions. These might include common responses to INPUT statements or just about any frequently used phrase or formula. All you have to do is hold down SHIFT and type in a single letter from A to Z.

For example, SHIFT P instantly enters the instruction, PRINT.

LEVEL III BASIC contains a complete list of 26 Shift-Key Entries. These include mostly Basic statements and commands.

For added convenience, the commands CONT, EDIT, and RUN are combined with ENTER. In other words, if you enter SHIFT C, the computer will respond with CONT (ENTER). You will not have to press the ENTER key. Other Shift-Key Entries include punctuations such as left parentheses and leading quotation marks.

LSET LIST. LEVEL III BASIC maintains an updated list of Shift-Key Entries that you can display on your screen by typing LSET LIST and pressing ENTER. If you change any of the Shift-Key Entries (see following section), this list will be automatically updated.

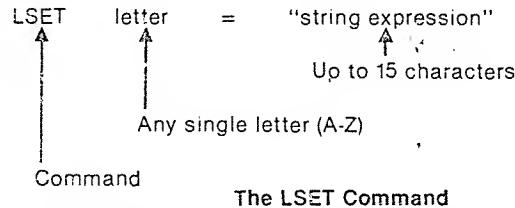
For your added convenience, they are also listed here as follows:

LEVEL III BASIC Shift-Key Entries	
SHIFT Key	Sequence
A	AUTO
B	GET@(
C	ELSE
D	EDIT↓
E	EDIT
F	GOTO
G	GOSUB
H	INKEY\$
I	INPUT
J	LINE INPUT
K	LINE(
L	LIST
M	LSET
N	NEXT
O	PRINT USING
P	PUT@(
Q	RETURN
R	RUN↓
S	SAVE"
T	THEN
U	TIME\$
V	LOAD"
W	LEFT\$(
X	MID\$(
Y	RIGHT\$(
Z	STRING\$(

NOTE. The downward arrow (↓) is the symbol in this chart for ENTER.

## WRITING YOUR OWN SHIFT-KEY ENTRIES

You can use the LSET Command to write your own Shift-Key Entries. The format of this command is as follows:



The "string expression" in an LSET command can be any string of up to 15 characters. This makes it possible to use Shift-Key Entries for any occasion where a repeated phrase or formula is entered into the computer. In addition to storing frequently used statements and commands, Shift-Key Entries are often used to store "input responses".

Example. When writing programs that use LEVEL III graphics, you frequently find yourself typing in the same first five characters of a LINE statement, namely LINE(. You could make LINE( a Shift-Key Entry with the following:

LSET L="LINE(" [ENTER]

From this point on, LINE( will replace LIST as the "Shift-L sequence." Press [SHIFT] [L] and your TRS-80 screen will display:

LINE(

To change the Shift-L sequence back to LIST you simply reverse the process by entering:

LSET L="LIST" [ENTER]

Note. Loading LEVEL III will always bring up the original Shift-Key Entries.

Example. Some programs may require you to repeatedly input phrases such as "TOTALS," "AVERAGE TO DATE," "SALES TAX," etc. You can save typing time by turning these phrases into Shift-Key Entries, such as:

LSET T = "TOTALS" [ENTER]  
LSET A = "AVERAGE TO DATE" [ENTER]  
LSET S = "SALES TAX" [ENTER]

Press [SHIFT] [T] and the word TOTALS will appear on the screen. [SHIFT] [A] returns AVERAGE TO DATE, and [SHIFT] [S] returns SALES TAX.

Shift-Key Entries with ENTER. The downward arrow (↓) is used in the LSET list as a symbol for ENTER. However, it is not recognized as such by Basic. Pressing ↓ will cause the cursor to move down to the next line.

To add ENTER to one of your own Shift-Key Entries, you use the CHR\$ string with the ASCII value for ENTER (13). Technically speaking, you concatenate the ENTER key on the rest of the string. The format is as follows:

LSET R = "RUN"+CHR\$(13) [ENTER]

LSET RESET. You can "turn off" all the Shift-Key Entries by typing LSET RESET, and pressing [ENTER]. The purpose of this command is to free shift-letters for possible use with printers that have lower-case letters.

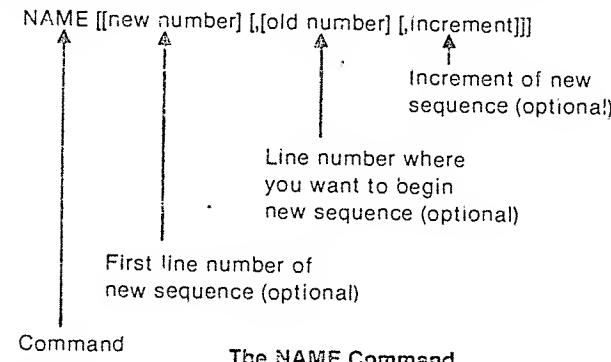
LSET SET. This command will turn Shift-Key Entries back on again.

Note. Available Ram memory is not affected in any way by using LSET SET or LSET RESET.

## RENUMBERING PROGRAM LINES

Renumbering program lines is a very useful feature that eases the path to programming excellence. You can renumber to "make room" in a program sequence where additional lines need to be inserted or you can use it to better organize program lines.

**The NAME Command.** In LEVEL III BASIC, the NAME Command is used to renumber program lines. It is a really flexible command, as you can see by its format:



Command

The NAME Command

The NAME command automatically updates all the line number references following GOTO, GOSUB, THEN, ELSE, RESUME, INPUT#LEN, ON..GOTO, and ON..GOSUB. The first time you execute a NAME command these particular line numbers are allotted a total of five spaces each. This creates a gap in some statements such as, 10 GOTO 50, 80, 100. On subsequent executions of NAME, this gap remains but is not again increased in size.

From zero to three numbers can follow the NAME command. They are optional and include the following:

- New number.** This refers to the first line number in a new sequence. If you don't include it, the first number will be 10.
- Old number.** This is the current line number where you want the new sequence to begin. If, for example, you wanted a program

to be renumbered beginning at line number 500, you would put 500 at this location. If you don't include an "old number," the complete program will be renumbered from its beginning line number.

—**Increment.** This is the increment you want in the new sequence. If you don't use it, the program will be renumbered in a sequence of 10 (10, 20, 30, 40, 50, etc.).

**Examples.** The three optional numbers following the NAME command make it very versatile. You can use it to renumber program lines in any of the following ways:

Command	Explanation
NAME	Renumbers the entire program. The first line number will be 10 and each following line number will be incremented by 10 (10, 20, 30, etc.).
NAME 100	Renumbers the entire program. The first line number will be 100 and each following line number will be incremented by 10 (100, 110, 120 etc.).
NAME 100, 50	Renumbers program beginning at line 50. Line 50 will become line 100. Each following number will be incremented by 10 (100, 110, 120, etc.).
NAME 100, , 50	Renumbers entire program. The first line number will become 100 and following line numbers will be incremented by 50. (100, 150, 200, etc.).
NAME , 100	Renumber program beginning at existing line 100. Line numbers following 100 will be incremented by 10 (100, 110, 120, etc.).

NAME ., 100	Renumbers entire program. The first line number will become line 10 and the following numbers will be incremented by 100 (10, 110, 210, etc.)
NAME , 500, 20	Renumbers program beginning with existing line number 500. Increments by 20 (500, 520, 540, etc.).
NAME 100, 50, 20	Renumbers the program—beginning at existing line number 50. Line 50 will become line 100. Increments by 20 (100, 120, 140, etc.)

Note. NAME cannot be used to change the order of program lines. Also, it will not create a line number greater than 65529. An ILLEGAL FUNCTION CALL error will result if either of these is attempted.

If you omit "THEN" from an IF...THEN statement the following line number will not change when you use NAME. In the statement, 30 IF A\$ = "YES" 60, the number 60 will not be changed. However, in the statement, 30 IF A\$ = "YES" THEN 60, the number will be changed accordingly.

## SPELLED-OUT ERROR MESSAGES

Level III saves you the trouble of looking up error code abbreviations by printing out the complete error message. Instead of displaying the Level II code:

?TM ERROR IN 10

for a Type Mismatch error, Level III displays:

- TYPE MISMATCH IN 10

All Level III error messages are listed on your **Level III Basic Reference Card**. For convenience, they are also listed here as follows:

## LEVEL III ERROR MESSAGES

Error Code	Level II Abbreviation	Level III Error Message
1	NF	NEXT without FOR
2	SN	Syntax error
3	RG	Return without GOSUB
4	OD	Out of data
5	FC	Illegal function call
6	OV	Overflow
7	OM	Out of Memory
8	UL	Undefined Line
9	BS	Subscript out of range
10	DD	Redimensioned array
11	I0	Division by zero
12	ID	Illegal direct
13	TM	Type mismatch
14	OS	Out of string space

Error Code	Level II Abbreviation	Level III Error Message
15	LS	String too long
16	ST	String formula too complex
17	CN	Can't Continue
18	NR	No RESUME
19	RW	:RESUME without error
20	UE	Unprintable error
21	MO	Missing operand
22	FD	.Bad file data
23	L3	Disk Basic only

**More Information.** For further explanation of these error messages, refer to Appendix B, pages B/2-B/3 of your Radio Shack **LEVEL II BASIC Reference Manual.\*** If you don't have a copy of this publication, check with your Radio Shack dealer.

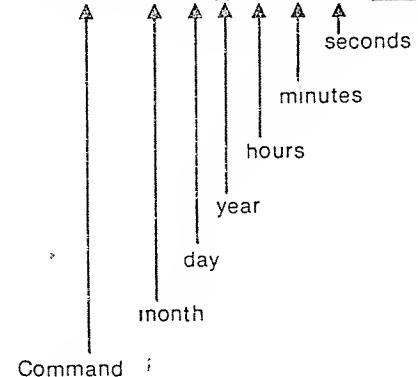
## LEVEL III'S DIGITAL CALENDAR-CLOCK\*

LEVEL III stores a string, TIME\$, that keeps track of the date and time, providing your TRS-80 Computer system includes a Radio Shack Expansion Box. This accessory is necessary because TIME\$ requires a Real Time Clock, a feature of the Expansion Box.

**TIME\$** can be utilized like any other string. It can be used in any program where timing is useful, or where you might want to display the date.

**The CMD "R" Command.** When you load LEVEL III BASIC, the TIME\$ string contains all zeroes. You can set it to the correct time and date or to any time and date you want by using the CMD"R" command. The format of this command is as follows:

CMD“R”, “mm dd yy hh mm ss”



Notice that you are not required to enter dashes or commas between each number. The format for TIME\$ has been done for you and it is fixed.

\*LEVEL II BASIC Reference Manual, Copyright 1978 by Radio Shack, A Division of Tandy Corporation, Ft. Worth, Texas, 76102.

\*Requires Radio Shack's TRS-80 Expansion Box.

Each entry requires a two digit number. If the date is May 7, enter 07 for day.

The hh (hours) is based on a 24-hour clock which includes hours 01 to 24. The morning hours (a.m.) are 01 to 12, while the afternoon hours are 13 to 24.

Example. To set the date, July 25, 1979, and the time, 2:15 p.m., enter:

CMD"R", "07 01 79 14 15 00" **ENTER**  
A  
leave one space

Regardless of whether you set the Digital Clock-Calendar or not, it begins keeping track of the time and date the instant LEVEL III BASIC is loaded. All settings start at 00.

**Hints on Using TIMES\$.** You can use TIMES\$ with RIGHTS\$, LEFT\$, or MID\$ to display one or any combination of the elements in the Digital Clock-Calendar. For example, the instruction, PRINT LEFT\$(TIME\$, 8) will return just the date. Other examples include:

Instruction	Explanation
PRINT RIGHTS\$(TIME\$, 2)	Returns seconds
PRINT MID\$(TIME\$, 10, 2)	Returns hours
PRINT MID\$(TIME\$, 13, 2)	Returns minutes
PRINT RIGHTS\$(TIME\$, 8)	Returns time

The computer will recognize the above "Returns" as string elements, not numbers. Therefore, you cannot use these commands to make comparisons. In order for the computer to recognize the returns as numbers, you need to use the VAL function. For example:

```
10 X = VAL(MID$(TIME$, 10, 2))
20 IF X<12 THEN 80
```

## HEXADECIMAL AND OCTAL CONSTANTS

Level III includes a routine that automatically converts hexadecimal (base 16) and octal (base 8) numbers into decimal numbers.

Thus, hexadecimal and octal numbers can be supplied directly to Basic programs, which always require decimal numbers. You don't need to do the conversion. Simply prefix hexadecimal numbers with **& H** and octal numbers with **&**.

This will work with all Basic statements and commands except DATA statements or in response to INPUT statements.

You can use this feature as a simple conversion calculator by using the PRINT command. For example, to convert the hexadecimal number 4A5F to decimal, enter:

PRINT &H4A5F

and the computer will answer with: 19039.

Example. If you want to POKE the hex value FF (255 decimal) into location 4A5F (19039 decimal), use the statement:

POKE &H4A5F, &HFF

A subsequent PEEK at location 19039 will return the value 255.

## **LOCKOUT RECOVERY**

A System Lockout is when you lose control of your computer. It just sits there and "smiles" at you. No matter what key you press, nothing happens.

In Level II Basic, you can get out of this problem by pressing the RESET button in the back, upper-left-hand corner of the keyboard case. However, if you have an Expansion Box this will result in a complete loss of your program from memory.

LEVEL III BASIC eliminates this problem by allowing you to use the [BREAK] key just as you would use RESET. Using the [BREAK] key, even with an Expansion Box, will not result in the loss of a program. The system will start up again, and your program will be preserved.

## **USING LEVEL III BASIC**

### **SECTION TWO: GRAPHICS**

#### **INCLUDING:**

- CHARACTER MODE
- GRAPHIC MODE
- LINE STATEMENT
- EXAMPLES OF GRAPHICS PROGRAMS
- GET@ STATEMENT
- PUT@ STATEMENT
- NOTES ON USING GET@ AND PUT@
- DIMENSIONING GRAPHIC ARRAYS
- MORE EXAMPLES OF GRAPHICS PROGRAMS
- EXAMPLES OF ADVANCED GRAPHICS

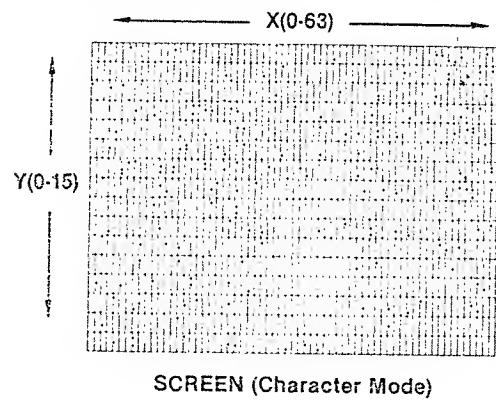
If you've had any experience at all working with Level II graphics, you will immediately recognize the expanded possibilities that LEVEL III graphics give you.

LEVEL III graphics will generate a line or rectangle between any two points on the screen. This frees you from the tedious task of defining all the points yourself, as you must do in Level II Basic.

LEVEL III graphics also let you store a graphic array for later use on the same or a different portion of the screen. With this added capability, you'll find yourself writing more programs with graphs, pictures and even animation.

## CHARACTER MODE

There are two modes of graphics presentation called Character Mode and Graphics Mode. In the first of these, your TRS-80 screen is divided into a grid that measures 64 "character positions" across by 16 character positions down.



Each character position in Character Mode is further broken down into a two-by-three grid of "graphic blocks" that look something like this:



When you are in Character Mode, you can put any alpha-numeric character on the screen at any specified character position. Also, you can use any one of a set of special "graphic symbols."

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There are 64 graphic symbols made possible by filling different combinations of graphic blocks in a character position, such as:



Using **CHR\$**. To specify a particular graphic symbol, the string expression **CHR\$** is used. This expression will return any alpha-numeric character or graphic symbol when the appropriate ASCII value is supplied with it, such as **CHR\$(147)**.

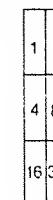
Each alpha-numeric character has been assigned an ASCII value of from 32 to 127, while each graphic symbol has a value of 128 to 191.

The ASCII values and their corresponding alpha-numeric characters are listed on page C/2 of your **LEVEL II BASIC Reference Manual**. The following program will display the graphic symbols with their corresponding number:

```
10 FOR X = 129 to 191  
20 PRINT X; :PRINT CHR$(X)  
30 NEXT
```

Instead of running the above program each time you want the value for a specific symbol, you can determine the value with the following:

1. Assume that each graphic block has the following value:



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2. The code for any graphic symbol is 128 plus the total value of the graphic blocks that are to be "turned on." CHR\$(128) returns a blank space. CHR\$(129) turns on the upper-left-hand graphic block. CHR\$(128 + 11) looks like this:



**Character Mode Coordinates.** When using the Level II Basic statement, PRINT@, each character position is assigned a unique number from 0 to 1023. These positions are illustrated by the "TRS-80 Video Display Worksheet" on page E/1 of your LEVEL II BASIC Reference Manual.

Thus, if you wanted to display the message, "THE GAME IS UP" in the middle of the screen, you could do so with the following:

PRINT@ 468, "THE GAME IS UP" [ENTER]

However, when using LEVEL III BASIC graphic statements (LINE, GET@, and PUT@) in Character Mode, the "X" coordinates (0-63) and the "Y" coordinates (0-15) are used to define character positions. Position 468 is referred to as "20, 7" where the X coordinate is 20 and the Y coordinate is 7.

You can convert from character position numbers to "X" and "Y" coordinates by using the following formulas:

$$X = N - (64 * Y)$$

$$Y = \text{INT}(N/64)$$

In the above example, character position 468 would be converted as follows:

$$X = 468 - (64 * 7)$$

$$X = 468 - 448$$

$$X = 20$$

$$Y = \text{INT}(468/64)$$

$$Y = \text{INT}(7.31)$$

$$Y = 7$$

To convert the other way, from coordinates to character position number, use:

$$N = (Y * 64 + X)$$

Using the same example:

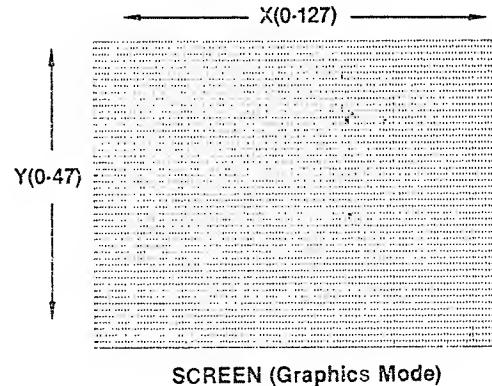
$$N = (7 * 64 + 20)$$

$$N = 448 + 20 = 468$$

The most important thing to remember is simply that in Character Mode the screen is 64 across by 16 down.

## **GRAPHICS MODE**

The second mode of graphic presentation is called the Graphics Mode. In this mode, the screen is divided into a much finer grid using the graphic-blocks described above. The grid is 128 across by 48 down:



The Level II Basic functions SET, RESET and POINT use the screen in its Graphics Mode. Thus, if you want to turn-on graphic-block 10,29, you can do so by entering:

10 SET (10,29)  
RUN ENTER

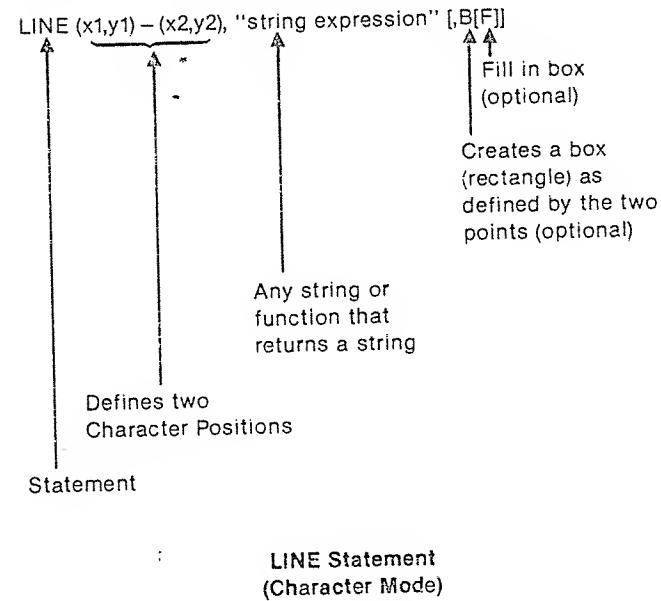
For more information on SET, RESET and POINT see pages 8/1-8/2 of your Radio Shack LEVEL II BASIC Reference Manual.

The graphic statements LINE, GET@ and PUT@ can be used in either Character or Graphics Mode. Descriptions of their uses are found in the following pages.

## **TWE LINE STATEMENT**

The LINE statement can be used to draw a line between any two points on the screen or to draw a rectangle, assuming the two points are opposite corners of the rectangle. It can be used in both the Character Mode and the Graphics Mode.

The format of the LINE statement in Character Mode is as follows:



When the LINE statement in Character Mode is executed, a line or rectangle is drawn between points  $(x_1, y_1)$  and  $(x_2, y_2)$  using the first character of the string expression. Thus, if the string expression is "XEO GEE GOLLY," the line or rectangle will be drawn using the X character only.

The string expression may be a string literal as above, or it may be a string variable (such as A\$), or it may be a function that returns a string (such as CHR\$(142)).

The statement, 10 LINE (32,14)-(45,10), CHR\$ (129), would generate a line between character positions (32,14) and (45,10) using the graphic symbol described by CHR\$ (129).

True lines can only be generated if they are vertical or horizontal. Executing the following statement:

10 LINE (32,14)-(45,10),"X"

will result in a line that looks like this:

```
X  
XXX  
XXX  
XXX  
XXXX
```

If the optional B is included in a LINE statement, a box (rectangle) defined by the two points is drawn. Adding "B" to the above example:

10 LINE (32,14)-(45,10),"X",B

↑  
don't forget  
the comma

will result in a rectangle that looks like this:

```
XXXXXXXXXXXXXX  
X X  
X X  
XXXXXX.XXXXXXXX
```

If the optional BF is included, a filled-in rectangle is drawn. Adding BF to our example:

10 LINE (32,14)-(45,10),"X",BF

results in the following:

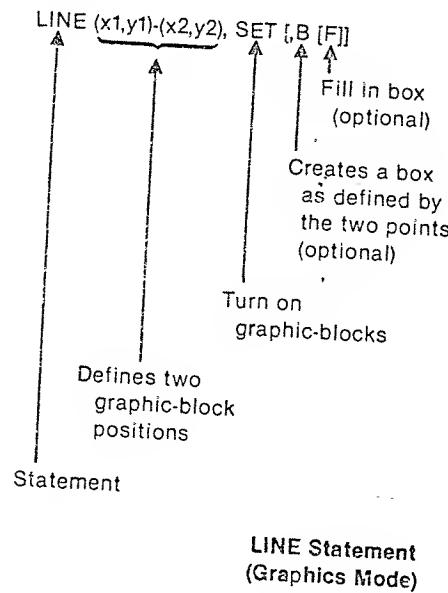
```
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX  
XXXXXXXXXXXXXX
```

Obviously, you cannot draw a rectangle between two horizontal or two vertical points. The points have to define diagonally opposite corners of the rectangle.

To clear the screen of the above graphic, a blank string (" ") can be used such as:

20 LINE (32,14)-(45,10)," ",BF

The LINE statement can also be used in the Graphics Mode. The format of the LINE statement in the Graphics Mode is:



When the LINE statement in Graphics Mode is executed, a line or rectangle is drawn between points  $(x_1, y_1)$  and  $(x_2, y_2)$  by turning on the appropriate graphic-blocks.

As in the Character Mode, the B and the BF are optional. Adding a "B" to a LINE statement results in a box (rectangle) defined by the two points. Adding a "BF" results in a filled-in box.

The word SET in a LINE statement can be replaced with the word RESET. RESET will turn-off or erase the line or rectangle described by the statement.

## EXAMPLES OF GRAPHICS PROGRAMS

### HAVING FUN WITH BOXES

The following program will draw a filled-in box on the screen, leave it for a few seconds, then erase it:

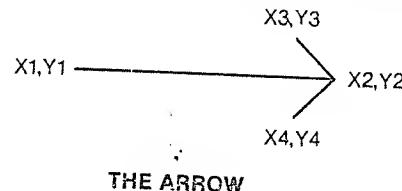
Program	Explanation
10 CLS	clears screen
20 LINE (10,33)-(18,39),SET,BF	turns on box
30 FOR Z=1 TO 350: NEXT	timing loop
40 LINE (10,33)-(18,39),RESET,BF	turns off box

A few simple modifications to the above program will make the box "animated". It will appear to move across the screen:

Program	Explanation
10 CLS	clears screen
20 X = 10:X1 = 18:Y = 33:Y1 = 39	assigns value
30 LINE (X,Y)-(X1,Y1),SET,BF	turns on box
40 FOR Z=1 TO 100: NEXT	timing loop
50 LINE (X,Y)-(X1,Y1),RESET,BF	turns off box
60 X = X + 4:X1 = X1 + 4	assigns new values
70 GOTO 30	program loop

### HAVING FUN WITH ARROWS

Using essentially the same techniques as above, we can define the points of an arrow and make it appear to move across the screen:



THE ARROW

**Program**

```

10 CLS
20 X1 = 4:Y1 = 26:X2 = 27:Y2 = 26:X3 = 21:
   Y3 = 23:X4 = 21:Y4 = 29
30 LINE(X1,Y1)-(X2,Y2),SET
40 LINE(X3,Y3)-(X2,Y2),SET
50 LINE(X4,Y4)-(X2,Y2),SET
60 FOR Z = 1 TO 100:NEXT
70 LINE (X1,Y1)-(X2,Y2),RESET
80 LINE (X3,Y3)-(X2,Y2),RESET
90 LINE (X4,Y4)-(X2,Y2),RESET
100 X1 = X1 + 3:X2 = X2 + 3:X3 = X3 + 3:
    X4 = X4 + 3
110 GOTO 30

```

**Explanation**

clears screen  
assigns values  
draws arrow  
timing loop  
turns off arrow  
assigns new values  
program loop

### GRAPHIC SYMBOL

This program will alternately fill the screen with the graphic symbols described on page 29.

**Program**

```

10 CLS
20 FOR I = 129 TO 191
30 LINE-(0,0)-(63,15),CHR$(I),BF
40 FOR J = 1 TO 100:NEXT J
50 NEXT I

```

**Explanation**

clears screen  
assigns values  
fills screen  
timing loop  
loops back to 20

### CRAZY LINES

This program creates patterns of "crazy" lines on the screen:

**Program**

```

10 FOR N = 1 TO 10
20 CLS
30 Y1 = 0:X1 = 0
40 FOR I = 1 TO 30
50 X2 = RND(127).Y2 = RND(47)
60 LINE (X1,Y1)-(X2,Y2),SET
70 X1 = X2:Y1 = Y2
80 NEXT I:NEXT N

```

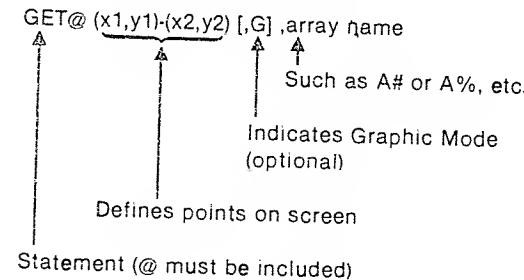
**Explanation**

assigns values  
(10 patterns)  
clears screen  
defines point (upper-left corner of screen)  
assigns values (30 lines)  
defines second point as any random point on screen  
draws line  
redefines first point as second point  
loops back to 10

## **GET@ STATEMENT**

Often it is useful to save the graphics that are displayed on the screen to reuse later on the same—or different—portion of the screen. You can do this with GET@ and PUT@ statements. The GET@ statement “gets” an area of graphics from the screen and saves it in an array. The PUT@ statement “puts” a graphics array back on the screen.

The format of a GET@ statement is:



### **GET@ Statement**

When the GET@ statement is executed, the graphics that are currently on the screen and positioned inside the box defined by (x1,y1)-(x2,y2) are saved into the array. For example:

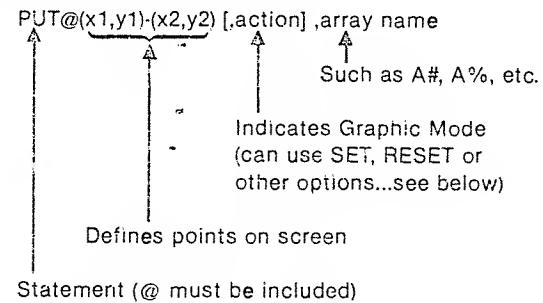
10 GET@ (10,4)-(20,9),A%

saves the graphics that are in the box defined by (10,4) and (20,9) in the array, A%. (Don't forget to dimension your arrays! For more information, see Chapter 6 of your Radio Shack LEVEL II BASIC Reference Manual or page 44 of this booklet.)

The optional [,G] in a GET@ statement determines the mode of the X,Y coordinates. If it is included, the coordinates are assumed to be Graphics Mode coordinates (i.e. X = 0 to 127, Y = 0 to 47). If G is not included, the coordinates are assumed to be in the Character Mode.

## **PUT@ STATEMENT**

Once you have saved the graphics in an array with a GET@ statement, you can put the array back on the screen at any location with a PUT@ statement. The format of PUT@ is:



### **PUT@ Statement**

When the PUT@ statement is executed, the graphics in the named array are put on the screen inside the box defined by (x1,y1) and (x2,y2). For example:

10 PUT@ (15,4)-(25,9),A%

puts the graphics saved in the array, A%, on the screen inside the box defined by (15,4)-(25,9).

If no [,action] is specified, the coordinates are assumed to be in Character Mode. When an [,action] is specified, the coordinates are assumed to be in Graphics Mode. The “action” of a PUT@ statement may be one of the following:

SET	Puts the array on the screen exactly as it was saved. All the “on” positions are turned on, and all the “off” positions are turned off.
RESET	Puts the complement of the array on the screen. All the “on” positions are turned off, and all the “off” positions are turned on.

- AND      Each position in the array is "ANDED" with the current status of that position on the screen. A position will be turned on only if it is "on" in the array and "on" on the screen.
- OR      Each position in the array is "ORed" with its corresponding position on the screen. A position is turned on if it is "on" in the array **or** if it is "on" on the screen **or** both.
- XOR     Each position in the array is "XORed" with its corresponding position on the screen. A position is turned on only if its status in the array is the **opposite** of its status on the screen.

These options give the PUT@ statement a great deal of flexibility. For example, a figure can appear to blink by PUTting it on the screen with two PUT@ statements that alternate SET and RESET, or by XORing it with the surrounding area. By using OR, you can have two objects intersect and show both objects.

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## NOTES ON USING GET@ AND PUT@

Always use the same mode when you are GETting and PUTting an array. If you GET@ an array in Character Mode, use a Character Mode PUT@ to put it back on the screen. Otherwise, the PUT@ will produce undefined results.

Except for animation and certain special effects like blinking, it is usually better to use Character Mode when GETting and PUTting arrays. This Mode is faster because it moves from character position to character position instead of from graphic block to graphic block. It is also easier to define than Graphics Mode.

A handy procedure for GETting an array, wiping it off the screen, and PUTting it back is as follows:

```
10 GET@ (X1,Y1)-(X2,Y2), A%
20 LINE (X1,Y1)-(X2,Y2), " ",BF
30 PUT@ (X3,Y3)-(X4,Y4),A%
```

Line 20 wipes out the array with blank spaces, " ".

**Important.** When using GET@ and PUT@, it is important to remember that Character Mode and Graphics Mode simply define two ways to divide up the screen. Any alpha-numeric characters, graphic symbols, lines, or boxes inside the defined space can be saved with a GET@ in either mode.

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## DIMENSIONING GRAPHIC ARRAYS

The array names in PUT@ and GET@ statements have to be dimensioned with enough "array elements" to hold all the indicated data. Otherwise, an ILLEGAL FUNCTION CALL is returned.

To determine the number of array elements in either Character Mode or Graphic Mode, you first have to determine the number of storage bytes required.

Once you have determined the number of bytes required, you can determine the number of storage elements by the following formulas:

Type of Array	Number of Elements
Integer Array (%)	bytes/2
Single Precision Array (!)	bytes/4
Double Precision Array (#)	bytes/8

**Storage Bytes.** In Character Mode, each character uses a single byte for storage. For example, to GET@ one line, 64 bytes of storage are needed. GETting an entire screen requires 1024 bytes, or GETting an 8 by 10 character area requires 80 bytes.

In Graphics Mode, you add the total number of characters, divide by 8, and add 2 to this to determine the number of bytes. The formula is:  
Bytes = (Characters/8) + 2.

## MORE EXAMPLES OF GRAPHICS PROGRAMS

### RESHAPING AN ARRAY

The following program is an example of "reshaping an array." We GET@ an array that is in one shape of box and PUT@ it into another shape of box. This technique can be made to work well in Character Mode, but it is very difficult to accomplish in Graphics Mode.

Program	Explanation
10 CLS	clears screen
20 PRINT@ 0, "HANG IN THERE!"	start message at Character Position 0
30 FOR Z = 1 TO 200:NEXT	timing loop
40 DIM A%(7)	dimension array
50 GET@ (0,0)-(15,0), A%	GETting array and calling it A%
60 CLS	clear screen to wipe out message
70 PUT@ (0,0)-(0,15),A%	PUTting array back in different shape
80 GOTO 80	creates loop to prevent READY prompt from wiping out our message (try it without this line)

## ROCKETS

Here we have two programs that demonstrate some of the differences between Graphics Mode and Character Mode. In the first program, the rocket moves smoothly up the side of the screen because it is in Graphics Mode. In the second program, we switch to Character Mode and the movements are jerky, but much faster.

### Program

```
10 'ROCKET IN GRAPHICS MODE
20 CLS
30 LINE (3,1)-(3,2), SET
40 LINE (2,3)-(4,4), SET,BF
50 LINE (1,4)-(1,5), SET
60 LINE (5,4)-(5,5), SET
70 DIM A%(2)
80 GET@ (1,1)-(5,6),G,A%
90 CLS
100 FOR Y=42 TO 1 STEP -1
110 PUT@ (1,Y)-(5,Y+5),SET,A%
120 NEXT Y
130 CLS
140 GOTO 100
```

### Explanation

remark  
clear screen  
  
} draws rocket  
  
dimension array  
GETting array  
clear screen  
so rocket will start at  
bottom of screen  
and move up  
PUTting array on bottom  
of screen  
creates movement  
clears screen  
let's do it again, and  
again, and again...

The difference between Graphic Mode and Character Mode is somewhat like the difference between today's movies and silent pictures. See if you can find where we changed the above program to put it in Character Mode:

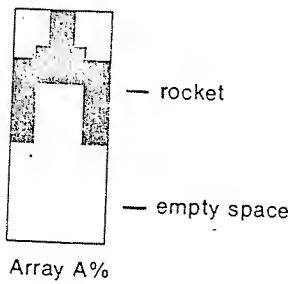
### Program

```
10 'ROCKET IN CHARACTER MODE
20 CLS
30 LINE (3,1)-(3,2), SET
40 LINE (2,3)-(4,4), SET, BF
50 LINE (1,4)-(1,5), SET
60 LINE (5,4)-(5,5), SET
70 DIM A%(7)
80 GET@(0,0)-(3,3),A%
90 CLS
100 FOR Y=12 TO 1 STEP -1
110 PUT@ (0,Y)-(3,Y+3),A%
120 NEXT Y
130 CLS
140 GOTO 100
```

To slow this down a bit, try adding a FOR/NEXT timing loop between Lines 110 and 120.

**Animation Hint.** The program PUTs the graphic image of a rocket ship on the screen at a specific location on the lower-left corner of the screen. Then it creates movement by progressively PUTting it at a higher location. But what makes the image disappear from its old location each time it is PUT, at a new location?

The answer to this question is that the program GETs an array that is bigger than the image of the rocket ship. The array that the program GETs has a block of blank spaces beneath the rocket image. It looks something like this:



Each time the array is moved, the image at the old location is wiped out by the empty space.

One problem with this, however, is once the rocket reaches the top of the screen, movement stops. The image is frozen on the screen. To take care of this, the above program clears the screen with a CLS.

In Character Mode you could wipe out the rocket image by PUTting a second array on top of the first array. This second array would contain blank spaces (" "). In Graphic Mode the solution is similar. First, you GET a second array that is an empty space and then PUT it on top of the first array.

### FLASHING SHIP

This program draws the image of a ship on the screen. In Graphics Mode, it GETs the image in array A% and clears the screen. Then, it repeatedly PUTs the image back on the screen at a different location using "XOR" as the action indicator. This technique causes the image to flash on and off.

#### Program

```
5 CLS .
10 DIM A%(50)
20 LINE (3,1)-(3,2), SET: LINE (2,3)-(4,4), SET, BF: LINE
   (1,4)-(1,5), SET: LINE (5,4)-(5,5), SET
30 GET@ (1,1)-(5,6), G, A%
40 CLS
50 PUT@ (20,20)-(24,25), XOR,A%
60 FOR T=1 TO 50: NEXT
70 GOTO 50
```

## EXAMPLES OF ADVANCED GRAPHICS

These examples should give you an idea of some of the more advanced possibilities of LEVEL III graphics. Try them out to see if you can uncover their techniques.

### PROGRAM: FADING BOXES

```
10 DIM A%(600), B%(600)
20 CLS: FOR T = 1 TO 4: LINE (RND(127),RND(47))-(RND(127)
   RND(47)),SET,B:NEXT
30 F$ = " * ":X = RND(63):IF X>32 THEN M = 64 - X ELSE M = X
40 FOR I = 1 TO M: GET@(1,0)-(X,15),A%:GET@ (X,0)-(62,15),B%
50 LINE (X,0)-(X + 1,15),F$,B:F$ = " "
60 PUT@(0,0)-(X - 1,15),A%:PUT@(X + 1,0)-(63,15),B%:NEXT:
GOTO 20
```

### PROGRAM: SAILING SHIPS

```
10 CLS
20 LINE (3,1)-(3,2), SET:LINE (2,3)-(4,4), SET, BF:
   LINE (1,4)-(1,5), SET:LINE (5,4)-(5,5), SET
50 DIM A%(2):GET@(1,1)-(5,5),G,A%
60 CLS:DIM B%(2)
70 LINE (0,2)-(1,2), SET:LINE (2,1)-(4,3), SET, BF:
   LINE (4,0)-(5,0), SET:LINE (4,4)-(5,4), SET
110 GET@ (0,0)-(5,4),G,B%
120 CLS:X = 120:Y = 41
130 IF Y = 0 OR X = 0 THEN 120
140 D = RND(2):IF D = 1 THEN 190
150 S = RND(15):IF X - S<0 THEN S = X
160 FOR X=X TO X - S STEP - 1
170 PUT@((X,Y)-(X + 5, Y + 4),SET,B%
180 NEXT X:X = X + 1.GOTO 130
190 S = RND(5):IF Y - S<0 THEN S = Y
200 FOR Y=Y TO Y - S STEP - 1
210 PUT@((X,Y)-(X + 4, Y + 4),SET,A%
220 NEXT Y:Y = Y + 1:GOTO 130
```

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### PROGRAM: LEVEL III BRAGS ABOUT ITSELF

```
5 CLEAR 300
10 READ AS
20 IF AS = "END" THEN RESTORE:GOTO 10
30 FOR W=1 TO 5:CLS
40 PRINT@470,"LEVEL 3 DOES IT!":
   PRINT@470 + 64,STRINGS$(16,95);
50 FOR X = 1 TO LEN(A$)
60 LINE (X - 1,X - 1)-(64 - X,16 - X),MID$(A$,X,1),B
70 NEXT
80 FOR T = 1 TO 90:NEXT
90 NEXT:GOTO 10
100 DATA HEY THERE, LISTEN, EVER SEEN, A BETTER,
   BASIC, NO WAY ONLY
110 DATA LEVEL 3, DOES IT, AND MORE, !!!!!, END
```

### PROGRAM: RADAR SCREEN

```
10 FOR R = 15 TO 1 STEP - 1
20 CLS
30 FOR Y = 0 TO 47 STEP 47
40 FOR X=0 TO 127 STEP R
50 LINE (64,24)-(X,Y),SET
60 NEXT X,Y
70 FOR X=0 TO 127 STEP 127
80 FOR Y=0 TO 47 STEP R
90 LINE (64,24)-(X,Y),SET
100 NEXT Y,X.
110 NEXT R .
```

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## **USING LEVEL III BASIC**

### **SECTION THREE: STRINGS, USER DEFINED FUNCTIONS, AND MACHINE LANGUAGE SUBROUTINES**

#### **INCLUDING:**

- NEW MIDS CAPABILITY
- SEARCHING STRINGS WITH INSTR
- DEFINE YOUR OWN FUNCTIONS
- MACHINE LANGUAGE USER ROUTINES

This section contains a number of "miscellaneous" features of LEVEL III, some of which you are sure to appreciate. If you've had any experience using string functions you'll find LEVEL III's MIDS and INSTR very useful. Defining your own functions is, well, shouldn't everybody?

## NEW MID\$ CAPABILITY

In Level II Basic, the MID\$ function is used to return a substring of a given string. The example program in your Level II Manual (see page 5/6) returns the "exchange" or first three numbers of a phone number.

In LEVEL III BASIC, MID\$ can be used on the left side of an assignment statement as well as the right side. This allows you to use MID\$ to replace a portion of one string with another string.

The format of MID\$ on the left side of an equation is:

MID\$ (string1,n [,m]) = string2  
A      A      A      A  
|      |      |      |  
Such as A\$      Whole number (optional).  
String function      See below.  
Whole number. Position  
where replacement begins.  
Replacement string.

MID\$

The characters in string1, beginning at position n, are replaced by the characters in string2. The m is optional; it refers to the number of characters from string2 that will be used in the replacement. If m is omitted, all of string2 will be used.

For example, the following program replaces the MO in "KANSAS CITY, MO" with a KS:

```
10 A$ = "KANSAS CITY, MO"  
20 MID$(A$, 14) = "KS"  
30 PRINT A$  
RUN
```

KANSAS CITY, KS.

When using this function, you should be aware that MID\$ literally replaces characters in string1 with characters in string2. Therefore, the replacement of characters will never go beyond the original length of string1. You cannot replace the MO in A\$ above with KANSAS. The result would be KANSAS CITY, KA!

For the sake of further illustration, suppose that you wanted to replace the spelling J-O-H-N with J-O-N. The following program might seem to be appropriate:

```
10 A$ = "JOHN"  
20 MID$(A$, 3) = "N"  
30 PRINT A$
```

but the result is JONNN. This can be corrected simply by adding a space in string2 of line 20: 20 MID\$(A\$, 3) = " N ". Now JOHN will become JON.

## THE INSTR FUNCTION

This is a new string function not found in Level II Basic. It allows you to search a string for a specified substring. The format of INSTR is:

INSTR (n[, string1, string2)  
          ↑      ↑      ↑  
          |      |      |  
          Such as B\$  
          Such as A\$  
Number designating  
starting position  
of search (optional).  
Function

Note that once a substring is found the search is discontinued. INSTR does not continue searching for additional substrings.

Important: The INSTR function eliminates the need for using "instrng subroutines" as described on page 5/9 of your Radio Shack Level II BASIC Reference Manual. INSTR provides the same capability; it is much easier and faster to use.

### INSTR

INSTR searches string1 for a substring that matches string2. When a match is found, INSTR returns the starting position of the match. The n is optional. It designates the starting position of the search. If n is omitted, the search starts with the first character in string1.

If no match is found, or if n is greater than the length of string1, or if string1 is null, INSTR returns a zero (0).

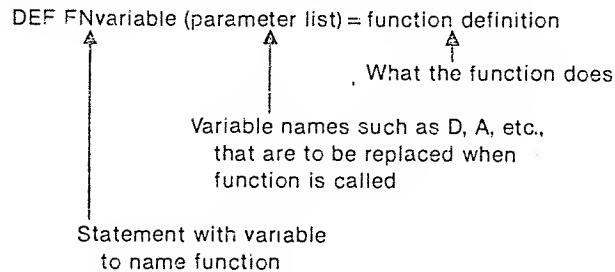
Example. The following example shows INSTR being used with and without the optional n. It searches the string "ABCDEABCDE" for the substring "BC":

Program	Explanation
10 A\$ = "ABCDEABCDE"	
20 B\$ = "BC"	
30 PRINT INSTR (A\$,B\$)	Without n
40 PRINT INSTR (3,A\$,B\$)	With n
RUN	
2	Result of line 30
7	Result of line 40

## DEFINING YOUR OWN FUNCTIONS

Often a program will contain a particular operation or function that is repeated several times. By using the DEF FN statement you can define your own functions and save both time and memory. Instead of writing out the entire formula each time it is used, you only need to do a "function call."

DEF FN. This statement is used to name and define user functions. The format of the statement is:



The variable name, which is any legal variable name, is tacked on to DEF FN to become the name of the function. An example would be: DEF FNA.

The parameter list is one or more variables or string variables separated by commas and enclosed in parentheses. These variables are variables you want to replace when the function is called. Seems a bit complicated, but the examples that follow should help clarify it for you.

The function definition is an expression that performs the necessary operation. It could be something like:  $A/4 + E * 25$ . Variable names that appear in the function definition do not affect other program variables that happen to have the same variable names.

Example. In the following example, a function is defined that adds the second power of one number to the third power of another.

```
10 DEF FNA (D,E) = D↑2 + E↑3  
20 A = 1,B = 2  
30 PRINT FNA (A,B),FNA(2,3),FNA(4,3),FNA(5,2)  
RUN  
9      31      43      33
```

We defined a function called DEF FNA that adds the second power of D to the third power of E. Since we want to be able to change the values of D and E, they are included in the parameter list.

The DEF FN statement can also define a string function, as in this example:

**Program**

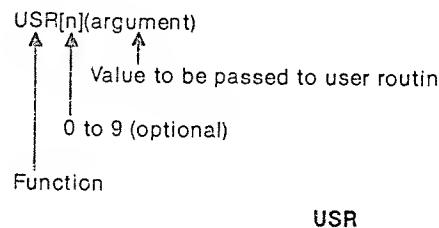
```
5 CLEAR 500           just so we'll have ample string space  
10 DEF FNSTS(A$,B$) = A$ + ", " + B$  
20 INPUT "STATE":ST$  
30 INPUT "CITY":CT$  
40 F$ = FNSTS(CT$,ST$)  
50 PRINT F$  
RUN  
STATE? NEBRASKA  
CITY? ALLIANCE  
ALLIANCE, NEBRASKA
```

**NOTE:** The variable name in the second example ends with a dollar sign(\$). Function name variable, like other kinds of variables, must indicate the type of value that is to be returned. Thus a function name variable may end with a \$ (string), # (double precision), % (integer), or ! (single precision). The default is single precision (!).

## MACHINE LANGUAGE USER ROUTINES

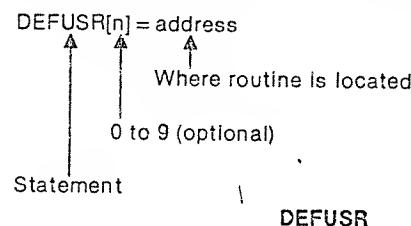
In LEVEL III BASIC, the USR function has been expanded so that 10 different machine language user routines can exist in memory at the same time. As with Level II Basic, the routines may be assembled with the TRS-80 Editor/Assembler and loaded with the SYSTEM command. Or, they can be POKEd into memory. It is no longer necessary to POKE the starting address of a user routine into memory. The DEFUSR statement is provided for this purpose.

**USR Function.** The new format for this function is:



The optional [n] is a number from 0 to 9. It is used to label the different machine language user routines. If it is not included, the "0" is assumed making the function the same as USR0.

**DEFUSR Statement.** This statement tells BASIC what the starting address of a routine is. The format of DEFUSR is:



The n is a number from 0 to 9 that should correspond with the number of the user routine. If it is omitted, it is assumed to be a 0.

Example. A user routine called USR3 has been POKEd into memory beginning at address 28000. Before calling the user routine, the program must execute the statement:

DEFUSR3 = 28000

A calling statement for this routine might look like this:

A = USR3(B)

If a user routine is called before the corresponding DEFUSR statement has been executed, an ILLEGAL FUNCTION CALL error results.

It is still possible to POKE the starting address of USR0 into memory, as described in Chapter 8 of your Radio Shack LEVEL II BASIC Reference Manual.

## USING LEVEL III BASIC

### SECTION FOUR: I/O FEATURES

#### INCLUDING:

- THE LINE INPUT STATEMENT
- INPUT#LEN AND LINE INPUT#LEN
- NEW LOAD AND SAVE COMMANDS
- TURNING OFF THE SYSTEM CLOCK\*
- OUTPUT TO RS-232 PORT\*\*

The I/O features described in this section include two powerful additions to Level II Basic's INPUT statement, and a much improved way to load and save cassette tapes.

The INPUT features allow you to enter INPUT with commas or other punctuation without enclosing the whole input in quotation marks. You can also put a time limit on inputs, which adds a whole new dimension to game programs and educational programs.

By using the new LOAD and SAVE commands to replace Level II's CLOAD and CSAVE commands, you eliminate much of the agony of loading and saving programs on tape.

"Output to RS-232 Port" and "Turning Off the System Clock" are two things you don't have to even think about unless you have an Expansion Box as part of your TRS-80 System. They do, however, demonstrate some of the foresight of LEVEL III BASIC.

\*Requires TRS-80 Expansion Box

\*\*Requires RS-232 Port

## THE LINE INPUT STATEMENT

The LINE INPUT statement functions much like INPUT except that it has some added capability. The format of this statement is:

```

    graph TD
        A[Statement] --> B["LINE INPUT"]
        B --> C["[\"prompt string\"]"]
        C --> D["string variable name"]
        D --> E["such as A$, B$, etc."]
        D --> F["such as CITY or NAME (optional)"]
    
```

The diagram illustrates the structure of the LINE INPUT statement. It starts with 'Statement' at the bottom left, which points up to 'LINE INPUT'. This is followed by a box containing '["prompt string"]', which then points up to 'string variable name'. Finally, two arrows point from 'string variable name' to 'such as A\$, B\$, etc.' and 'such as CITY or NAME (optional)' respectively.

#### **LINE INPUT**

As you can see from the format, LINE INPUT is frequently used for inputting string literals. Unlike INPUT, this statement will assign a string variable name to the entire line of input. Every character typed up to [ENTER] will be part of the string. This includes commas, colons, quotes, or leading spaces.

Another aspect of LINE INPUT is that it doesn't automatically print a question mark (?) when it is executed, as do INPUT statements. If you want a question mark, you simply make it a part of the prompt string, such as "CITY?"

**Example.** When the following LINE INPUT statement is executed, it displays CITY, STATE: as the prompt string. You can then enter a response that includes a comma such as ALLIANCE, NEBRASKA. Your response will be assigned to the string literal CS\$.

```
10 LINE INPUT "CITY,STATE: ";CS$  
20 PRINT CS$  
RUN  
CITY, STATE: ALLIANCE, NEBRASKA  
ALLIANCE, NEBRASKA
```

## **INPUT#LEN AND LINE INPUT#LEN**

By adding #LEN to an INPUT or LINE INPUT statement, you can impose a limit on the length of time allowed for a response to the INPUT prompt. And you don't need an Expansion Box because the timing is done with software. The format of this is:

[LINE] INPUT#LEN n,m;["prompt string"];variable name(s)  
  ↑   ↑  
  n is seconds;  
  m is line number to branch to  
      if time limit is exceeded  
  
no space after INPUT

The "n" is the time limit in seconds. You can use up to 8000 seconds, which is 2 hours, 13 minutes and 20 seconds! The "m" is the line number you want the program to go to if the time limit is exceeded. It could branch to a PRINT statement that says something like, "SORRY, DUMMY, YOU BLEW IT!!!!"

Other than tacking #LEN on INPUT and adding n and m, this statement works the same as any other INPUT or LINE INPUT statements.

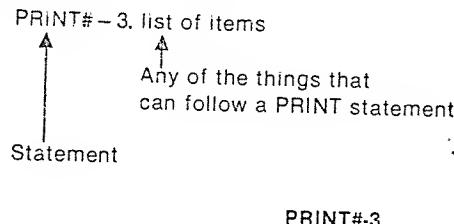
**Example.** This program selects random addition problems and gives you just four seconds to answer.

## Program

```
5 S = 4
10 X = RND(100)
20 Y = RND(100)
30 PRINT X; " + "; Y; " = ";
40 INPUT#LEN S, 100; Q
50 IF Q = X + Y THEN PRINT "SMART" ELSE PRINT "DUMB"
60 GOTO 10
100 PRINT "SLOW!"
110 GOTO 10
```

## OUTPUT TO RS-232 PORT\*\*

To output to an RS-232 port, LEVEL III provides a PRINT#-3 statement, which is used just like the PRINT statement. The format of this statement is:



This makes it easy to output to a line-printer or any other device you hook up to the RS-232 port. Input from the RS-232 port still requires the use of machine language routines.

The first character sent by BASIC to the RS-232 port causes the RS-232's UART to initialize using the switches set on the RS-232. In order to override this default initialization, send a dummy character to the RS-232 port and then re-initialize using a machine language subroutine.

\*\*Requires RS-232 port.

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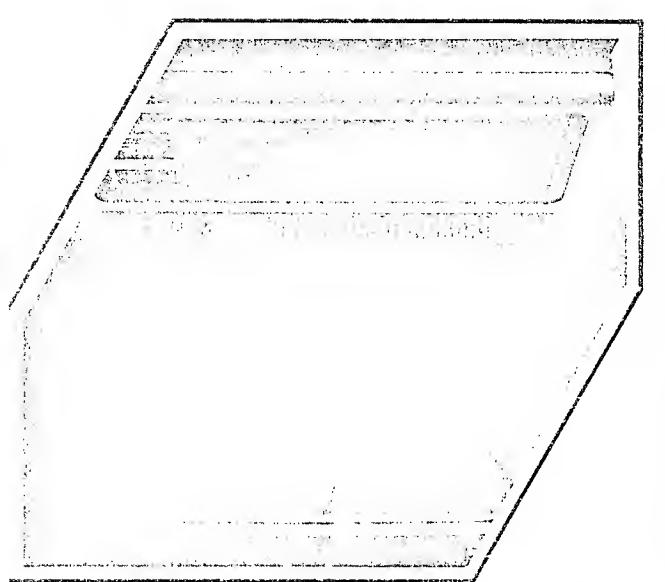
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Reference Card for  
TRS-80 LEVEL II BASIC



## ERROR MESSAGES



MEM	Returns number of unused bytes in memory	MEM	PRINT PEEK (\$2000)	Code	Abbreviation	Error Message
PEEK(addr)	Returns the byte read from the specified address	POINT(20,10)	POINT(20,10)	1	NF	NEXT without FOR
POINT(x,y)	Returns -1 if specified graphics block is "on", 0 if specified graphics block is "off".	3	RG	RG	Return without GO SUB	
POKE(addr)	Sets the byte read from the specified address	2	SN	SN	Syntax error	
TAB(expr)	Tabs cursor to specific position	8	OM	OM	Out of memory	
USR(nag)	Brackets to machine language subroutine	9	BS	BS	Undefined line	
VARPTR(var)	Returns address of variable in I = VARPTR(I)	10	DD	DD	Subscript out of range	
VARPTR(var)	Memory	11	I0	I0	Division by zero	
WRTTAB(x\$)	Writes to specific position	12	ID	ID	Illegal direct	
WRTTAB(x\$)	Used only in PRINT statements.	13	TM	TM	Type mismatch	
WRTTAB(x\$)	Cursor	14	OS	OS	Out of string space	
WRTTAB(x\$)	String too long	15	LS	LS	String formula too complex	
WRTTAB(x\$)	String continue	16	ST	ST	No RESUME	
WRTTAB(x\$)	RESUME without error	17	CN	CN	Carry continue	
WRTTAB(x\$)	Unprintable error	18	NR	NR	Bad file data	
WRTTAB(x\$)	Disk BASIC only	19	RW	RW	Missing operand	
WRTTAB(x\$)	Disk file error	20	UE	UE	Missing operand	
WRTTAB(x\$)	Disk file error	21	MO	MO	Missing operand	
WRTTAB(x\$)	Disk file error	22	FD	FD	Disk BASIC only	

## SPECIAL FUNCTIONS

<p><b>PRINT</b></p> <p><b>PUT</b> <math>(x1,y1)-(x2,y2)</math> [action] array name</p> <p><b>SQR(exp)</b> Square root of expression <math>C = \text{SQR}(D)</math></p> <p><b>TAN(exp)</b> Tangent of expression <math>D = \text{TAN}(3.14)</math> (in radians)</p> <p><b>MIDS(string1,n,m)</b> = string2</p> <p><b>SIN(exp)</b> Sine of expression (in radians) <math>B = \text{SIN}(A)</math></p> <p><b>ON the left side of an equation, replaces a portion of string1 with string2.</b></p> <p><b>Or, XOR.</b></p> <p><b>RESET(x,y)</b> Turns off the graphics block at the given point</p> <p><b>SET(x,y)</b> Turns on the graphics block at the given point</p> <p><b>SET(63,23)</b> <math>\text{SET}(63,23)</math></p> <p><b>RESET(5,8)</b> <math>\text{RESET}(5,8)</math></p> <p><b>RIGHT(string,length)</b> Returns rightmost length characters of string</p> <p><b>RIGHT\$(string)</b> Returns a string of the first n characters of string</p> <p><b>CHR\$(exp)</b> Returns a one-character representation of the ASCII code of the character whose character has been specified</p> <p><b>PRINT CHR\$(48)</b> Prints a string containing the character whose ASCII code is 48</p> <p><b>STR\$(exp)</b> Returns a string containing the first n characters of string</p> <p><b>PRINT STR\$133;</b> Prints a string containing the first 133 characters of string</p> <p><b>CALL</b> Operation Example</p> <p><b>ASC(string)</b> Returns the ASCII value of PRINT ASC(A\$)</p> <p><b>PRINT ASC(A\$)</b> Prints a string containing the first n characters of string</p> <p><b>CHR\$(exp)</b> Returns a one-character representation of the ASCII code of the character whose character has been specified</p> <p><b>PRINT CHR\$(48)</b> Prints a string containing the character whose ASCII code is 48</p> <p><b>STRINGS(count,str1)</b> Returns a string containing the first n characters of string</p> <p><b>PRINT STR\$10;"A"</b> Prints a string containing the first 10 characters of string followed by "A"</p> <p><b>Abs(exp)</b> Absolute value of expression <math>y = \text{ABS}(A + B)</math></p> <p><b>ATN(exp)</b> Arctangent of expression <math>y = \text{ATN}(A)</math> (in radians)</p> <p><b>CDBL(exp)</b> Double precision representation <math>A = \text{CDBL}(Y)</math></p> <p><b>CINT(exp)</b> Integer representation of expression <math>B = \text{CINT}(B)</math></p> <p><b>COS(exp)</b> Cosine of expression (in radians) <math>A = \text{COS}(2.3)</math></p> <p><b>CSNG(exp)</b> Single precision representation <math>C = \text{CSNG}(X)</math></p> <p><b>EXP(exp)</b> The constant e to the power of <math>B = \text{EXP}(C)</math></p> <p><b>FIX(exp)</b> Truncated integer of expression <math>J = \text{FIX}(A/B)</math></p> <p><b>INT(exp)</b> Largest integer representation of <math>C = \text{INT}(X + 3)</math></p> <p><b>LEFT\$(string,length)</b> Returns the first n characters of string</p> <p><b>LEN(string)</b> Returns the length of string <math>LEN(A\$ + B\$)</math></p> <p><b>MIDS(string,start,length)</b> Returns characters from string (for null string)</p> <p><b>PRINT ERL</b> Prints the line number of current error</p> <p><b>PRINT ER/2 + 1</b> Prints code number of current error</p> <p><b>PRINT ER/2 + 1</b> Prints number of unused bytes in memory</p> <p><b>PRINT INP(P21)</b> Prints the byte read from port</p> <p><b>FRIO()</b> Returns the specific input port</p>	<p><b>SGN(exp)</b> <math>1 \text{ if expression} &gt; 0</math> <math>0 \text{ if expression} = 0</math> <math>-1 \text{ if expression} &lt; 0</math></p> <p><b>LOG(exp)</b> Natural logarithm of expression <math>D = \text{LOG}(y - 2)</math></p> <p><b>RND(exp)</b> A pseudo-random number. <math>RND(0)</math> Value between 0 and 1. RND(100) Returns a single digit random number between 0 and 100</p> <p><b>PRINT ER</b> Prints the value of expression</p> <p><b>PRINT FRIO</b> Prints the current error</p> <p><b>PRINT FR/2 + 1</b> Prints the number of unused bytes in memory</p> <p><b>PRINT INP(P21)</b> Prints the byte read from port</p>	<p><b>SGN(exp)</b> <math>1 \text{ if expression} &gt; 0</math> <math>0 \text{ if expression} = 0</math> <math>-1 \text{ if expression} &lt; 0</math></p> <p><b>LOG(exp)</b> Natural logarithm of expression <math>D = \text{LOG}(y - 2)</math></p> <p><b>RND(exp)</b> A pseudo-random number. <math>RND(0)</math> Value between 0 and 1. RND(100) Returns a single digit random number between 0 and 100</p> <p><b>PRINT ER</b> Prints the value of expression</p> <p><b>PRINT FRIO</b> Prints the current error</p> <p><b>PRINT FR/2 + 1</b> Prints the number of unused bytes in memory</p> <p><b>PRINT INP(P21)</b> Prints the byte read from port</p>	<p><b>SGN(exp)</b> <math>1 \text{ if expression} &gt; 0</math> <math>0 \text{ if expression} = 0</math> <math>-1 \text{ if expression} &lt; 0</math></p> <p><b>LOG(exp)</b> Natural logarithm of expression <math>D = \text{LOG}(y - 2)</math></p> <p><b>RND(exp)</b> A pseudo-random number. <math>RND(0)</math> Value between 0 and 1. RND(100) Returns a single digit random number between 0 and 100</p> <p><b>PRINT ER</b> Prints the value of expression</p> <p><b>PRINT FRIO</b> Prints the current error</p> <p><b>PRINT FR/2 + 1</b> Prints the number of unused bytes in memory</p> <p><b>PRINT INP(P21)</b> Prints the byte read from port</p>
--	---	---	---

PRINT USING Field Specifiers					
Specified Fields	Possible Digits	Characters	Definition	Example	Numeric
PRINT #1,ITEM[.]	READ I,X,A\$	R\$-222 port	Read variables from a DATA statement	PRINT#3,NTS	PRINT#3,ITEM[.]
PRINT A,B	LPRINT A,B	LPRINT "using the format string",[exp](exp);]	Print data to the line printer	LPRINT "A,B"	LPRINT "using the format string",[exp](exp);]
PRINT CINT(B)	CINT(B)	CINT(A)	The constant $B$ to the power of $A$	CINT(3)	CINT(3)
PRINT EXP(C)	EXP(C)	EXP(C)	The expression $C$ to the power of $E$	EXP(2)	EXP(2)
PRINT CLS	CLS	CLS	Clear video display	CLS	CLS
PRINT GET	GET(x1,y1)-(x2,y2),G	GET(x1,y1)-(x2,y2),G	Save graphics from the video display in array $G$	GET@10,4-(20,9)A%	GET@10,4-(20,9)A%
PRINT LOG(EXP)	LOG(EXP)	LOG(EXP)	Natural logarithm of expression	D=LOG(Y)-2	D=LOG(Y)-2
PRINT RND(D)	RND(D)	RND(D)	Random number between 0 and 1, RND	RND(0.1)	RND(0.1)
PRINT SGN(X+Y)	SGN(X+Y)	SGN(X+Y)	Sign of expression	B=SGN(X+Y)	B=SGN(X+Y)

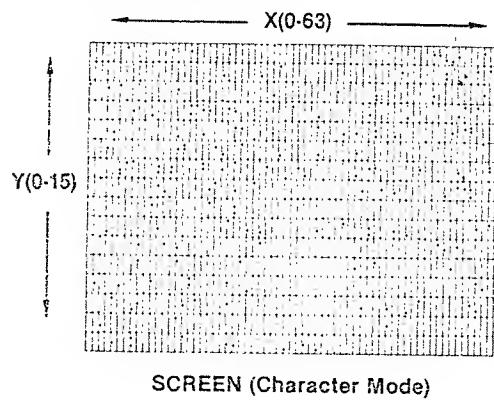


EDIT MODE SUBCOMMANDS		(escape) is shift ( )	
CMD ..R..	18 clock	CMD ..R..	RESUME n
CMD ..R..	Set date and time for TIMES	002 24	CONT
Count-mode execution	Function	DIM	DIM
CSAVE ..(Intername)	names	DIM variable (size(.size2)...). DIM A(3), B\$H0,2,3)	Allocates space for arrays.
CSAVE ..B..	names	Arrays may be dimensioned dynamically.	Arrays may be dimensioned dynamically.
CSAVE the registered program on cassette tape	END	END	END
CSAVE ..B..	END	Stop program and return to BASIC	Stop program and return to BASIC
CSAVE ..B..	E	End editing and save changes but don't type the rest of the line	End editing and save changes but don't command level
DELETE [start line][-(end line)]	H string(escape)	Delete the rest of the line and insert string	Generate error of code
LIST (start line)[-(end line)]	L	Print the rest of the line and go to the occurrence of c	FOR variable-expression
LIST 100-1000	O	Quit and cancel all changes	TO expression [STEP expression]
LIST 50-250	Nc	Kill all characters up to the nth occurrence of c	Used with NEXT statement
LIST program lines at the terminal	I string(escape)	Insert string at current position	TO repeat a sequence of
LLIST [start line][-(end line)]	nkc	Kill all characters up to the nth occurrence of c	program lines. The variable is incremented by STEP.
LOAD ..(filename)	FOR	Print the rest of the line and go to the start of the line	FOR i=1 to STEP .5
Load program from cassette tape	FOR	FOR variable-expression	Used with NEXT statement
NAME [new number][old number][, increment]]	FOR	TO expression [STEP expression]	to repeat a sequence of
Renumber program lines	FOR	FOR i=1 to STEP .5	program lines. The variable is incremented by STEP.
NEW	O	Quit and cancel all changes	to repeat a sequence of
Delete current program and variables	Nc	Kill all characters up to the nth occurrence of c	program lines. The variable is incremented by STEP.
NAME ..B..	I string(escape)	Go to the end of the line and insert string	FOR i=1 to STEP .5
LOAD ..B..	Nc	Search for nth occurrence of c	Used with NEXT statement
Load program from cassette tape	FOR	Move cursor n spaces to the right	to repeat a sequence of
NAME ..B..	Nc	Move cursor n spaces to the left	program lines. The variable is incremented by STEP.
Renumber program lines	GOSUB	Move cursor n spaces to the right	FOR i=1 to STEP .5
Run a program (from line number)	GOTO	The effect is equivalent to string( <escape>) Center.</escape>	FOR i=1 to STEP .5
Run [line number]	GOTO	GOTO line number	FOR i=1 to STEP .5
Run a program (from line number)	GOTO 90	GOTO line to specific line	FOR i=1 to STEP .5
Run [line number]	GOTO 90	Branch to specific line	FOR i=1 to STEP .5
Save ..filename..	IF	IF expression	IF X>Y THEN y=x ELSE y =
Save the resident program on cassette tape	IF	IF expression	IF X>Y THEN y=x ELSE y =
SYSTEM	Example	Statement Syntax/Function	(except I/O)
Turn Trace off	DEF FNx [argument list]=expression	Define an arithmetic or string function DEF FN(x,y)=x+y	expression is tested. If true, the THEN clause is executed. ELSE clause is executed.
Turn Trace on	DEF USRn = address	Defines the entry address DEF USR3 = &2000	Assign a value to a variable LET X=1+5
TRON	LET	LET	LET X=1+5
TROFF	LET	LET	LET X=1+5
ENTER monitor mode to lead machine language file from cassette tape	DEFINT	DEFINT DEFINT A,B,E-G	Define identifier DEFINT A,B,E-G
ENTER monitor mode to lead machine language file from cassette tape	DEFINT A,B,E-G	Define identifier DEFINT A,B,E-G	Define identifier DEFINT A,B,E-G



## CHARACTER MODE

There are two modes of graphics presentation called Character Mode and Graphics Mode. In the first of these, your TRS-80 screen is divided into a grid that measures 64 "character positions" across by 16 character positions down.



Each character position in Character Mode is further broken down into a two-by-three grid of "graphic blocks" that look something like this:



When you are in Character Mode, you can put any alpha-numeric character on the screen at any specified character position. Also, you can use any one of a set of special "graphic symbols."

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There are 64 graphic symbols made possible by filling different combinations of graphic blocks in a character position, such as:



Using **CHR\$**. To specify a particular graphic symbol, the string expression **CHR\$** is used. This expression will return any alpha-numeric character or graphic symbol when the appropriate ASCII value is supplied with it, such as **CHR\$(147)**.

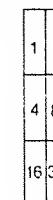
Each alpha-numeric character has been assigned an ASCII value of from 32 to 127, while each graphic symbol has a value of 128 to 191.

The ASCII values and their corresponding alpha-numeric characters are listed on page C/2 of your **LEVEL II BASIC Reference Manual**. The following program will display the graphic symbols with their corresponding number:

```
10 FOR X = 129 to 191  
20 PRINT X; :PRINT CHR$(X)  
30 NEXT
```

Instead of running the above program each time you want the value for a specific symbol, you can determine the value with the following:

1. Assume that each graphic block has the following value:



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2. The code for any graphic symbol is 128 plus the total value of the graphic blocks that are to be "turned on." CHR\$(128) returns a blank space. CHR\$(129) turns on the upper-left-hand graphic block. CHR\$(128 + 11) looks like this:



**Character Mode Coordinates.** When using the Level II Basic statement, PRINT@, each character position is assigned a unique number from 0 to 1023. These positions are illustrated by the "TRS-80 Video Display Worksheet" on page E/1 of your LEVEL II BASIC Reference Manual.

Thus, if you wanted to display the message, "THE GAME IS UP" in the middle of the screen, you could do so with the following:

PRINT@ 468, "THE GAME IS UP" [ENTER]

However, when using LEVEL III BASIC graphic statements (LINE, GET@, and PUT@) in Character Mode, the "X" coordinates (0-63) and the "Y" coordinates (0-15) are used to define character positions. Position 468 is referred to as "20, 7" where the X coordinate is 20 and the Y coordinate is 7.

You can convert from character position numbers to "X" and "Y" coordinates by using the following formulas:

$$X = N - (64 * Y)$$

$$Y = \text{INT}(N/64)$$

In the above example, character position 468 would be converted as follows:

$$X = 468 - (64 * 7)$$

$$X = 468 - 448$$

$$X = 20$$

$$Y = \text{INT}(468/64)$$

$$Y = \text{INT}(7.31)$$

$$Y = 7$$

To convert the other way, from coordinates to character position number, use:

$$N = (Y * 64 + X)$$

Using the same example:

$$N = (7 * 64 + 20)$$

$$N = 448 + 20 = 468$$

The most important thing to remember is simply that in Character Mode the screen is 64 across by 16 down.